



Applied drama for cyberbullying prevention

This document contains scripts of three organizations from three different countries: Stowarzyszenie Praktyków Dramy STOP-KLATKA from Poland, Nyitott Kör Egyesület from Hungary and EduDrama from Slovakia. The scripts are part of the international project *Applied drama for cyberbullying prevention* funded by International Visegrad Fund in 2019. The organizations all see cyberbullying as an important issue to work with. In this project the main aim was to develop training for teachers. Based on the scripts were realized the test trainings in every organization's country and after part of each script also in Warsaw. The participants of the trainings were teachers and from the international training in Warsaw was made an educational video, which contains some exercises from the scripts. We recommend to watch the film, which can help to visualize the written exercises:

<https://www.youtube.com/watch?v=fjmPLbAs5ro&list=Uuf6TYjELmAhSCZg6UjHwZGg&index=1>

The webpages of the organizations:

<http://stop-klatka.org.pl/>

<https://nyitottkor.hu/english/>

<http://edudrama.sk/>

Firstly we would like to introduce to the readers the topic of cyberbullying, than we propose the three scripts.



Bullying at school by EduDrama

Certain unwanted or even pathological behaviour tendencies can occur in any given social group, however, they are essential for the functioning of the society. Smaller groups within an institution, such as a school classroom, are no exception. Besides educating, the groups also provide an individual with socio-cultural characteristics (Helus 1973). Furthermore, they provide the pupil with space to fulfil his/her social needs as well a feeling of safety (Juhas, 1990). It is impossible, however, to predict the kind of effect the organisation and composition of the group may have on the individuals and their behaviour.

Therefore, in due course, we can observe some unwanted forms of behaviour, including abusive behaviour and aggression. Abuse can have a physical form (hitting) or psychological form (name calling). Long-term and premeditated forms of such abuse, targeting one or several individuals, are known as bullying. The fundamental characteristics of bullying are the fact that for one reason or another, the victims are unable or incapable to effectively protect themselves. Common features of victims of bullying are low self-esteem, distinctive differentiation from the group, physical or mental manifestations and so on.

Those carrying out the bullying are called aggressors. Their behaviour is generally targeted and long-term (they are not willing to stop), while their aim is to reach a feeling of power and dominance or alternatively to gain attention. The rest of the classroom also partakes in the issue where they can either support this type of behaviour, defy it or be indifferent. Nevertheless, long-term bullying is a result of either acting or a lack of action of the entire classroom and therefore everybody is responsible (Gajdosova a Herenyiova, 2002). A newly emerged form of such behaviour is cyberbullying which shares characteristics with the above and is further characterised by its form through information technology (mobile phones and computers). It takes place on social media (Facebook...) and instant messaging applications (Whatsapp, Messenger...). Contrary to traditional bullying, the bullies can be anonymous and are physically absent which can prove more difficult to

implicate them. According to the latest data by the Slovak National Centre for Human Rights from 2017 and 2018, more than half of pupils have experienced bullying, while more than a third have experienced cyberbullying.



The aim of all adults present in the school environment should be a collective work towards creating an environment which would prevent this type of behaviour. This includes building up trust with pupils, collecting information by observing students at school, public discussion about the topic as well as publishing protocols in place to fight bullying and defy similar behaviour. Then, it is possible to work with the bullies themselves. In term of the victims, it is important to build up their self-esteem while bullies should be confronted with the consequences of their actions. Preventative steps and educating pupils in the topic can be helpful. The cooperation of teachers, psychologists, special teachers, after school clubs, school management and parents is necessary. The main guidelines regarding this issue are summarised in Regulations N.36/2018 of Ministry of Education, Science, Reaserch and Sport of the Slovak Republic. It states that a bully can be legally prosecuted for bodily harm, blackmail, pressuring, sexual abuse and so on. If we expect pupils to defy bullying and report it, they must consider the adults at the school competent in dealing with such situations.

Drama Teaching

An educational lesson can be created through methods and processes of drama teaching, such as structured plays which teach children how to deal with certain situations and develop metacommunication as well as contextual thinking. These methods and choice of themes allow for interlinking of various educational content and subjects.

A structured play consists of several combined elements including physical activities, role play, searching and processing information, work with material and situation analysis. Through one's own actions and becoming a part of the story and solving problems, the pupils explore the surrounding world as well as themselves, all through an authentic experience. The pupils experience a fictional story and through the action of the character, they can learn to formulate their own opinion and think about the context. By having a first-hand experience they can understand the motives, reasons and decisions of the characters from a different point of view which allows us to discuss even more difficult cultural and societal issues. The personal experience becomes the best method in order to re-evaluate and order one's priorities.



Applied drama for cyberbullying prevention
 sript by Stowarzyszenie Praktyków Dramy STOP-KLATKA

Exercise	Aim	Estimated tiime	Required materials
DAY 1			
Self introduction of the trainers and contestants (a few words about work experience), presenting the main aims of the workshop, giving a short information of the organisation	Introduction to the topic	5'	-
Box with different items Everybody chooses one item from the box and speaks one information about himself inspired by this item, for example: <i>I chose these pink</i>	Integration, group building	10'	Box with different items

<i>sunglasses because I'm a kind of optimistic person.</i>			
<p>Workshop rules/contract? The trainers divide contestants into groups of three. Every group discuss following issues: - What do we need from the trainers? - What do we need from the group? - What do we need for ourselves? They write their conclusions on the post its and stick them to the flipchart. After that the trainers read and summarize all the suggestions. Based on the written needs they try to set the workshop rules.</p>	Setting the rules	15'	Post-its, flipchart, pens, markers
<p>Names and associations The participants throw a small ball to each other, saying the name of the person they throw to and trying to remember the order. They repeat the round once again. Then they take the second ball and throw it to each other in the different order saying their own associations with the word 'internet'. In the last step two balls are spinning simultaneously, one with the names and second one with the associations.</p>	Integration, group building	20'	-Two small balls
<p>Welcome to everybody who - just like me - in the Internet... We put the chairs into circle (the number of chairs is one less than the number of</p>	Getting the information about participants' activities in the internet	15'	

<p>participants). The person standing in the middle says the sentence: <i>Welcome to everybody who – just like me – in the Internet...</i> and ends it with some truth about his/her activity in the Internet. For example: <i>Welcome to everybody who – just like me – listen to music in the Internet.</i> Every person who agrees with the sentence stands up and looks for another chair. The person who is missing the chair is the next who proposes the sentence.</p>			
<p>Situations of cyberbullying We put a few examples of cyberbullying situation written on the papers. The participants' task is to rate them on a scale (1 – not harmful at all, 5 – totaly harmful) Then we discuss the situations and the rates given by participants.</p>	<p>Showing the different perspectives</p>	<p>20'</p>	<p>Prints of situations</p>
<p>Post on your back The participants are pitting in the circle. They are asked to write a possitive, appreciating comment to the person on their left and put the post-it with this comment on his/her back. Then they are allowed to stand up, walk around and read the others' comments without seeing their own. At last they read the comment they got and we discuss the experience. <i>How did you feel with the post-it on your back?</i> <i>What would change it the comment wasn't</i></p>	<p>Getting more aware of expressing opinions and comments</p>	<p>20'</p>	<p>Pens, post-its</p>

<i>positive?</i> <i>What are your associations with the internet?</i>			
Summary of warm-ups and their usage in the work with youngsters		15'	Flipchart, markers
Theoretical presentation Presenting the mechanism of peers' cyberbullying, the forms, areas, causes and consequences	Increasing knowledge in the topic	25'	Presentation
Drama warm-ups <i>Walking at a rate of 1 to 10</i> The contestants are walking around and they change the rate: from 1 (extremally slowly) to 10 (really quickly). They have to adjust immediately to the command. <i>Stop and go</i> The participants walk around and reach for the command: go – they start to walk, stop – the stop, up – they jump and down – they crouch. Then we invert the commands: go means stop, stop means go, up means down and down means up. The task of participants is trying not to make the mistake. <i>Monuments</i> The contestants walk and for the command stop as monuments of people in particular situations: - student after the computer night	De-mechanisation	10'	

<p>- person who won the key battle in the mobile game - person who read the negative comment about her-/himself</p>			
<p>Still Pictures - the perspective of adults working with teenagers 1. photography</p> <p>Robert works for three weeks as a school teacher coordinator in a primary school. Because he is new, he doesn't know so much the teachers and the pupils, but he feels the children like them more and more, and they start to go to him with their problems. On Monday, at the end of the day two students enter to his room from the 8th class. They say they need to show him something: on the phone there is a youtube video, which shows a girl from 7th class in a ridiculous way with rude comments. The girls say the authors of videos are two students from their year. Robert is listening to them and thinking how to react....</p> <p>2. photography</p> <p>Maja is attending to the 5th year in a primary school. Since she argued so much with her best friend Pola, she is more with the boys. The most</p>	<p>Testing different solutions</p>	<p>45'</p>	<p>Description of still pictures</p>

of the time she is with Kuba, Adam and Bartek. She told them about the conflict with Pola, so they also don't like Pola. They call her Pola-Shittola. The boys came out with the idea to share on Tik-Tok videos about her with title f.e.: adventures of Pola, inspired by stories told by Maja. Maja for the first time was very excited about the idea, she had also some tips. Videos got lots of likes. However in last days she saw Pola crying in the break. Maja started to feel ashamed and was thinking if it was a good idea...

3. photography

Basia is a polish teacher of the 7th class. in September she gave the homework about the topic " The last day of summer"- written as a diary post. When she checked the works, she was touched with the work of Wiktorja. She wrote about a break up with her ex-boyfriend, who after it published her private photo in the social media. The work ended with the words: " I want to make, than nobody can look at me anymore." Next day, the teacher tries to talk with the girl after lessons, but the girl interrupts the talk and runs away from the class. Basia doesn't know what to do...

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the exercise

We divide participants into three groups. Each group gets the description of some realistic situation in the topic of peers' cyberbullying. Their task is to analyse the main problem, point out the main character and discuss the emotions and needs of each character.

Then they present the key moment of the story as a still picture. Other groups try to interpret the situation and reveal the problem. It can be led in three ways:

- putting the hand on the character's arm and asking questions
- stream of thoughts - by putting the hand on somebody's arm we make him/her telling all the thoughts the character has in this situation
- short improvisation of the scene

In the next step each group tries to find the perfect solution of the problem and also presents it as a still picture. The other groups can look at the picture and propose some modifications.

Then we discuss: what should happen to make this solution possible and realistic?

Leaving the role: we crush our imaginary costumes and throw them away.

<p>Discussion: What did you feel in these roles? What did help you to solve the problem? What was difficult for you? How did you react as observers?</p>			
<p>Still pictures - summary of the metod Possible usage in the work with youngsters, participants' questions and reflections.</p>	Summarising the knowledge	10'	Flipchart, markers
<p>Final round All the participants choose some pictograms conneted with different topics. Inspiring by this pictures they tell some reflections about the workshop experience.</p>	Sharing the reflections	5'	Game
DAY 2			
<p>Escape room The contestants divided into two smaller groups come to the room arranged as an escape room with the futuristic scenography and different challenges connected with cyberspace. They have 45 minutes to solve all the tasks and leave the room. The main issue of this escape room is to help 4 people who have some problems connected with the Internet: - Kaśka - a girl who was hated by her ex-boyfriend</p>	Involving in Winding different sollutions, cooperation	60'	Computers, escape room scenography

<p>- Piotrek - young youtuber who bullied his ex-girlfriend and now tries to apologize - Bolek - a boy addicted to the Internet and games - Aleksander - the Internet troll</p> <p>Inside the escape room there is one trainer called „Robot” who is facilitating the process and helps if there is any need.</p>			
<p>Discussion about the experience <i>What did you notice as a group?</i> <i>What was easy and what was difficult for you?</i> <i>How do you perceive your cooperation?</i> <i>How did you feel in this kind of activity?</i></p>	Exchanging reflections	15'	
<p>The support network The participants talk about people who possibly could support Kaśka (girl hated by ex-boyfriend - her story is presented in the escape room) Then they draw the support network on the flipchart.</p>	Awareness of the importance of relationships	10'	Flipchart, markers
<p>The elements of Theatre of the Oppressed Theatre of the Oppressed (TO) is a form of popular community based education that uses theater as a tool for transformation. The method allows the viewers to propose Any solutions of the problem and show them on the scene becoming the main character. In this exercise participants try to be Kaśka and, as the character to confront with people important</p>	Testing and experiencing different strategies	30'	



<p>ant for her (the bully, friends, parents, teacher). On of the trainers acts the chosen character and the second one facilitates the process as a joker.</p> <p>Then we discuss the consequences of each sollution.</p>			
<p>Theatre of the Oppressed - introduction to the metod Possible usage in the work with youngsters, main rules, participants' questions and reflections</p>	Increasing the knowledge	10'	Flipchart, markers
<p>Stimulators - the story of Bolek We gather the staff of Bolek - giving some informations about his interests and problems, for example:</p> <ul style="list-style-type: none"> - Black backpack - tablet with some notes about internet games and his results - diary with some proves of addiction - a poster with game characters (Brawl Stars, Fortnite) - some junk food wrapping - mobile with messages from his girlfriend (dissappointed with his behaviour), friends (proposing common playing) and father (asking about school results) 	Involving in the story and problem of Internet addcition	20'	Stimulators
<p>Hot Seat Bolek as a character sits on the chair in front the</p>	Deepening the issue	20'	

group. The participants can ask him any questions and try to get as much information as possible about his emotions, motivation, fears and problems.			
Summary of the Hot Chair technique <i>What they got to know in this exercise?</i> <i>Was there anything that surprised them?</i> <i>When is it useful?</i>	Exchanging reflections	20'	
Escape room method - discussion We divide participants in four small groups. They discuss the possibilities of creating escape rooms in the topics of prevention: - ideas for particular topics, stories and characters - main aims of prevention escape rooms - technical challenges - anticipated difficulties	Preparing to use the method	45'	Papers, pens, flipchart
Interactive final round Each person stands in the middle of the circle and tells about the most important and valuable thing during the workshop. The other participants take place in a distance: shorter (if they share the opinion) or longer (if they rather disagree).	Sharing the reflections	15'	



Applied drama focusing on cyberbullying

by Zsófia Jozifek,

Organization: Nyitott Kör Egyesület

The aim of this document is to present several applied drama strategies that were adapted to the theme of cyberbullying by Nyitott Kör, Hungary. The dynamics and conventions may be applied to students or adult groups in order to generate reflection based on experience. Comments of the author are embodied in the text.

The collected methods are divided to three groups:

- A. Thematic ice-breakers, energizers, warm up games
- B. Injection type methods
- C. Reflection type methods

Thematic ice-breakers, energizers, warm up games:

1. Cyber vocabulary: the participants form a circle, where the facilitator initiates a sound accompanied with a gesture, which is passed from participant to participant following the circle. Step by step the facilitator introduces new rules. The aims are to



strengthen concentration, to establish presence, to wake up reflexes and to ease together, as the game usually ends up in huge laughter.

a. Click: basic sound and gesture that simply follow the direction of the initiator.

b. Post: stops „click” as a wall and turns it around.

c. Tag: click can be passed to another part of the circle, the participant receiving „click” or „post” can anytime point at somebody else in the circle who is not his/her neighbour and say out loud „tag”. The receiver can „click” or again „tag”(but cannot „post”).

d. Hashtag - Like: similarly to musical pause or solo, the dynamic of the circle can be broken by a participant calling „hashtag” raising the hand, for which all the other participants call „like” together and show a thumb up. The one that called „hashtag” shall continue with either click or tag.

e. Selfie: one can choose to call „selfie”, run to the middle of the circle and wait for all the others to go touching her back with their two pointing fingers calling „like-like-like- like” for 10 seconds. The one who called selfie will go back to his/her original place and continue the circle with any of the already presented options.

f. Join: one can call „join” which will mean that all the participants exchange places in the circle. There can be a certain sound or melody while doing that, it makes the action more fun.

g. Story: one can choose to call „story” and exchange places with one chosen other participant. The one who comes to the original place of the caller will continue the circle.

h. Depending on the aims and the participants any number of new rules can be added to the game.

2. *GIF creation*: similarly to the method „machine” in drama, we can make GIFs, that are tabloids/still images but they can move in a loop. Pairs or groups of 3-4 are repeating certain gestures or movements. It may be worth to call the attention of



the players on the possibilities of action-reaction-interaction movements, which will make the GIF more complex and meaningful.

Comment: we can give them specific titles to the images, so our cyber vocabulary enriches, and knowledge about cyberspace phenomena is improved:

i. instagram popularity: fame gained on the application „Instagram”

ii. digital footprint: similarly to ecological footprint, all material left in online or cyberspace, e.g. images, videos, messages, profiles, passwords

iii. bystander effect: phenomena in crisis or conflict situations, describing the passive crowd or mass of people around who don't take action because all the others are not taking action either

iv. gamification: transforming learning in the context of games, gaining knowledge and improving skills via games

v. sharenting: phenomena describing parents posting content about their infants online, which can later be used as a reason for bullying

vi. dangers of the internet: all harmful and uncontrolled possibilities online that can affect underage users

vii. millennials: expression used for the Y and Z generations, people who were born between 1981 and 2001 and grew up using digital gadgets and the internet

„Injection” type exercises, conventions.



Departing from here, we may talk and discuss the core problems of the related issue, or we can build up process dramasesions. Following process drama we may be able to construct a longer story that can have sub themes focusing on sub problems of the particular issue. For the latter, some practice may be required, because at certain moments the facilitator needs to decide about the next step spontaneously. One hint: when we hesitate about the next step, we can have a short break, or ask for reflections in couples, so we gain some extra minutes to consider the options and decide.

3. What is my status? - a dynamic that simulates hierarchy, prop: one pack of poker cards

- a. Participants are asked to imagine an elite high school, in an elite district of the capital city. Most students are from wealthy families, but some of them are here because of their excellent school performance. Further on the game continues without words.
- b. The room where we are playing is the yard of the school. Students of the school/class are here in the long break.
- c. Teachers are not present, they have a meeting.
- d. The facilitator gives a card to every participant and asks them NOT to look at their cards
- e. It is introduced that ACE is the highest, while 2 is the lowest card, and those suggest the social status of the character.
- f. It is advised to take into consideration who receives the card 2 (if we put in any) and the ace. Possibly those cards could be given to participants yet unfamiliar with these roles, or participants who can easily shift between roles, not to strengthen the usual dynamics of a group.
- g. Players place the cards on their foreheads or chests and begin walking in space. All see the cards of the others, but not their own. The aim is to figure out and start playing the character from the relation and reactions of the others.



h. When some of the participants start getting into the role already, we may add that they can find a place in the room for the character and embody a position or action representing his/her characters status. Others who remain uncertain, circulating around can „test” their statuses from the reaction.

i. Being a facilitator we shall closely observe every details in the process: who find their status firstly and easily, who are out of all the groups, who struggle to find their position; all these can feed into meaningful discussion.

j. When most have an idea about their status, participants are asked to form a line or semi circle following the hierachy (from 2 to ace).

k. A reflection and sharing form shall follow. The chosen method will depend on the age group, the size of the group and the level of involvement in the topic.

One example: The participants share their guesses about their cards one by one, adding the reason why they positioned themselves at the certain place. It is recommended that the lowest positioned role starts. Possible helping questions: How did the others relate to you? What gestures made you feel that your position is toward this side of the line? What can be the gender and the position of this character? After everybody could share their guess, the participants look at the cards and discuss a little bit further the experience in small groups or couples.

4. Hot chairing: Based on the previous game, we may choose one character bearing 7-9 numbers, from the „middle” of the hirerarchical structure. The facilitator asks the participant to give a name to the character (creating distance between the persona and the person) and taking on the role when sitting down to a central chair, answer our questions. In this case we use hot chairing to gather enough information for the next method, therefore the facilitator shall ask the first couple of questions, leading the group in a certain direction of topics: How do you feel in this class? For how long are you a member of this class? How is your school performance? Who are you friends with? What social media platforms do you use? Which one is your favourite? How much time do you spend on it daily? Whom do you follow? Who does follow you? How is your pofile? When we



have enough information may open the opportunity of questioning for the others as well. Every question is valid, but maybe not every information is relevant here. The objective of the hot chairing is important: the first goal is to set some standards about this group based on their social media activity. The second goal is to prepare the character with whom most kids can empathize, and is most likely to be an observer, bystander in a bullying situation. Just for the sake of the example let's call this persona Julia.

5. Network: Using a coat rack or a similar object (even a chair) we can prepare a network tying strings or pieces of yarn to it. The object will help us to visualize the social network in the cyberspace of the character we talked to in the previous form. The object symbolizes the character introduced in the previous method. Participants grab the ends of the strings, each person will hang onto one string. Participants are asked to imagine that they relate to the character in social media, and based on the distance they have from her/him they can find themselves a new role. Maybe Julia follows this person, or this person follows Julia. Maybe this person is the cousin of Julia, or a celebrity Julia likes. Maybe they chat every day, or they have never spoken before. We listen to some ideas and gather more information about the social media activity of the class we are playing about. (3rd image)

6. Corridor: Now the highest positioned character or duo/trio is chosen and interviewed. It might be important to ask from them how is their relationship with the rest of the class, how they gained their high position, if they are aware about their power, and if they have ever taken advantage of it. We can ask who from the class bother or irritate them most. If they name one or two people, it might be worthy to ask what contents did they come across online about these students that were embarrassing or wierd. If we want to simplify or shorten the session here, we can also ask them to introduce themselves in 3 sentences based on their social media activity. The characters can choose to answer no, or create personas who are morally strong and never take advantage of others. It is unlikely, but in that case we can develop the story further by interviewing the weakest that may inform us better about the conflicts of this group. When we have enough information, we can send the interviewed people across the corridor, which is created by the others and has ear and eyes and mouths. The corridor whispers, signs and even screams the opinion of the others at the person/people going across in it. There shall be a reflection/sharing moment after the experience of how it felt, what thoughts were gathered, how it is to be this person. The method can be repeated with other characters after an event that questions their positions.



7. Gossiping: The lowest positioned character is interviewed shortly. If we do not have a built in character since the beginning, it is more useful to leave more 3s among the cards and choose a group member with card3 for whom playing this role most probably does not tear up wounds. This persona also takes on a name and we ask from him/her: what do you do online, how do you use the internet? What kind of phone do you have? How much time do you spend online? What is the most hurtful or embarrassing message you ever got? When we know these, the participants form groups of 3-4 and gather ideas about what embarrassing content is going around online about this character. To begin this method we may tell that certain

content appeared online about this character recently about which the adults freaked out when they saw it (teachers, parents, etc.). What can this content be?

Reflective type methods:

8. Live chat: two participants grab each other's arms and walk around in the room. They talk about how the story of this class could continue. What can happen with the characters about whom we learned something today? We can structure our next session based on ideas that appear here to observe the consequences.

9. Run if: Sitting in a circle on chairs, participants are faced with statements. If the sentence is true for them, they need to find a new chair in the circle. If we play with more experienced participants, we can offer the middle position to be taken and from that position the new sentence is stated. We can direct these sentences with instructions: it should be about how you felt today, how you feel about the topic, what you learnt today, or what you would like to observe further about it. We can also add a beginning for the sentence: „For me the internet is...”, „I have experienced online/in a group...”



CAUGHT IN THE NET

-bullying and cyberbullying prevention through drama methods for teaching-

by EduDrama

CAUGHT IN THE NET

/year 7-9 of primary education/ 4 x 45 min.

The internet is like a fairytale. One can get lost in the dense forest of information. Even the peaceful Little Red Riding Hood can become a vicious beast. Through seemingly fairytale-like situations set in everyday modern life, the pupils can reflect on rules of communication and the safe use of the Internet. They will learn to distinguish between the fine line of private/public, intimate/restricting. All either within role play or outside of role play.

-Multimedia education - etiquette, cyberbullying, rules of safe communication

-Personal and social development- self-esteem, acceptance, social contact, bullying prevention

Story of the lesson:

CHARACTERS: Caroline Crimson, Will Wolf, John Wise, Anne Belle

PROPS: Facebook profiles, 4 keyboards, klbko, papers, pens

a) Introduction / the 'Predator' Tag Game (5-10 min.)

Teacher: Firstly, I will choose one from the group who will become the predator. That person will choose his/her prey, approaching it slowly with an arm stretched in front. The prey can run away or save itself by shouting out loud



somebody else's name. The character of the predator is passed on to the person whose name was shouted. He or she then chooses the pray and the game continues. If the predator catches the pray, that person is out and the predator chooses a new pray. If the pray shouts out loud a name of a person who is already out or of the predator herself/himself, they lose and the predator chooses a new pray.

Circle time reflection: We all sit down in a circle after the game. We pass around a computer mouse around the circle. Whoever holds it may speak. What was difficult about this game? Interesting? Easy? What does this game (tag) refer to? What theme does it offer?

b) Characters/ Work in 4 groups (5 min. work in groups, 10 min. realisation)

Teacher: Divide yourselves into four groups, each group will represent one character. You have some basic information about the character written on a piece of paper. These are given and cannot be changed (for example he plays chess, ice-skates, he has two sisters). As a group, think of additional information (based on the characteristics given and such that would suit the character) which will provide us with a clearer picture about the character. What does he/she like to do? Does she/he have a secret place where they go on their own? What is his/her bad habit? What does her/his bedroom look like? What does she/he do in the evenings? What does she/he dream about? After 5 minutes, the groups gather around 4 chairs, each representing one character. I will read the basic characteristics, then each member of a group, one at the time, touches the chair and provides another piece of information, as discussed within the group.

Reflection: Group recap of all information about the characters.

c) A day in the character's life / Simultaneous improvisation (3 min. imagining, 5 min. improvisation in space)

Teacher: Find a place in the space and lay down comfortably. Imagine you are the character you discussed in your group. You definitely look different, you have different hair and eyes and maybe even thoughts. It's 4:49 in the morning. You are lying in your bed- what does it look like? What is the bedding like? What is on the walls and in the room around you? What are you doing at 7:23? Where are you at and what are you looking at? Where are you at 14:02? Are you sitting down or standing? What are you looking at? Where can you see yourself at 18:20? And what about 23:00?



Reflection: I will repeat the times one more time but this time, the idea of the character's actions will materialise into a frozen picture and simple improvisation in the space. At each time interval, we will give you a sound signal (by clapping or using drumsticks). Everybody simultaneously do those activities, they created in their imagination. (4:49, 7:13, 14:02, 18:20, 23:00).

d) Facebook profile / Group work (7-10 min. group preparation, 5-7 min. presentation)

Teacher: Each group/character will receive a piece of paper with a blank Facebook profile. As a group, fill it in on behalf of your character. Which picture would the character use? Which information would they share? Then chose one of you to present the profile.

Reflection: The space is divided into the stage and audience: there are four chairs on the stage. Each group representative sits down on one and presents the character through the profile. With each character we ask about differences between the information we know about the character and the information they decide to share on social media.

e) Photo Story / Work in groups (5-8 min. preparation in groups, 10-15 min. presentation)

Teacher: When you look in front of you, you can see the most amazing friend group in the school. On these four chairs, there are four best friends sitting. People say they are inseparable. Now, I will create several amazing groups like this one, one person per each character. If the numbers don't add up, some characters can be doubled, so one group can have two Johns...Create three photographs of these new groups - frozen pictures ("sculptures" using your own bodies) showing the three best occasions the group has experienced and posted on social media.

Reflection: The space is divided into the stage and audience. Everybody closes their eyes in the audience while the particular group gets ready. After the sound, the audience can open their eyes and look at the motionless photo. They try to describe the relationships and the situation. If the situation isn't clear enough, the photo can move for a moment.

f) Chat / Conversations (2 min. preparation, 12-15 min. realisation)



Teacher: Now, we will have a look at what it looks like when our friends aren't together. They all sit in their own bedrooms and finally have found a moment to connect online. What do their chats look like? Which issues do they discuss? What is worrying them? What are their opinions of their parents and school and so on?

There are four chairs in the space. The friends sit with their backs to each other. There is a keyboard on each chair. The characters say out loud what they are typing. Emojis are welcome. They don't need to hit the exact letters, just accompany spoken words with the sound of typing. The rest of us will stand around them with our backs to them like walls of the bedroom. I will make a sound signal to mark the beginning and the end of the conversation. The groups then swap.

Reflection: The order of the themes bares internal dramaturgy which should foreshadow the conflict or support the potential areas of tension (e.g. Maths teacher, where to go tomorrow, parents, nobody can make it to Will's match and so on). All the information we already know from the online chat about the characters will be repeated in the circle. We will also be asking questions such as: what was it like to react like the character? What was it like to be the wall? For easier organisation, we can pass on the mouse to speak one at a time.

g) An argument / Discussion in groups (5 min. discussion in groups, 5-10 min. reflection with teacher)

Teacher: By now we know that the group of friends spends a lot of time together, they have had a lot of fun but also experienced some serious issues. What would have to happen so that this group gets into a permanently damaging argument? Your task now is to come up with a reason for this group to completely fall apart, where nobody wants to see anybody else again. You can act this argument out in your groups.

Reflection: It is important to stay in character during this task and approach the situation from the character's perspective. It has to be personal in order for the conflict to be real. The teacher walks around the groups and listens to their suggestions.

h) Conference presentation / In professional attire (5-7 min. preparation, 15-20 min. presentation)

Teacher: There were some really interesting suggestions in your groups. Let's have a look at these issues from a different perspective. You are now groups of renowned psychologists. Present the conflict in graphs in your research teams. You will be presenting at a conference of psychologists. It is essential for the other colleagues to understand clearly all the relationships ties. Use whichever scientific graph methods you prefer.



Reflection: The renowned teams of psychologists present, one by one, conflict situations accompanied by graphs. The teacher in a role of a presenter of the conference, poses questions and asks about possible solutions for such a complicated case and eventually approaches the audience. Everybody has an opportunity to express their opinion.

i) Hacked FB password / Group work (5-7 min. preparation in groups, 10 min. presentation)

Teacher: It would be ideal if the group of friends had access to such good advice as was heard in today's conference. Unfortunately, I regret to inform you that this conflict has not been solved, quite on the contrary, it has escalated. The members knew each other's passwords. They hacked each other's profiles on social media (e.g. Will hacked Anne, Anne hacked Will, John hacked Caroline, Caroline hacked John...). Divide yourselves into your original groups, according to your characters. I will give each group somebody's profile. You can change everything and anything in the profile: a photo, interest, you can even write someone a message. Then chose one of you who will present the profile.

Reflection: The space is again divided into the stage and audience. There are four chairs on the stage. Four characters are sitting on them, everybody is holding somebody else's profile and presents the changes that the group has made. The teacher acts as a presenter and asks additional questions as needed.

j) What happened to me? / Simultaneous improvisation (7-10 min. realisation)

Teacher: Find a place in the space, lie down comfortably and close your eyes. Again, imagine you are the character from our story. You definitely look different, you have different hair and eyes and maybe even thoughts. It's 18:20. You are sitting on your bed (what does it look like? What is on the walls around you?). Your phone beeps, somebody has sent you a message: 'Check out your profile!' You read it. You open your laptop, turn on your computer, look on your phone. I will say what Anne can see on her profile, then I will touch all Annes and they will say what is going through their head. I will read all the characters eventually and whom I touch shall say out loud, what they are thinking.

Reflection: The teacher helps to navigate the ideas about characters, then reads all the profiles, one by one, and by neutral touch gives everyone a sign to talk on behalf of the character.

k) In the net / Layers of lies and gossip - Hot seat (20 min.)



Teacher: Stay in your character. How are you feeling now? Do you have any idea about who it could have been, who has done it to you? It's 18:22. Your character has a chance to write a short message. What would you write to a person who has done this to you? In the centre is a chair - it represents the person who has hacked your profile. Stand up and express your attitude towards this person. Would you stand close or on the contrary, far away from this person? Create a frozen picture of the feeling you have towards this person. When I come and touch you, say out loud what you would text this person at 18:22.

Now, I will ask you one at the time to sit on the chair and carefully look around without saying a word. Meanwhile, I will take over your frozen picture. Once you have had a good look around, come back to your frozen picture.

Circle time reflection: The teacher will mark who speaks by passing around the computer mouse and ask questions: What did it feel like to sit on the chair? What was going through your head? How did the character find out somebody hacked her/his profile?

l) Meeting in a school corridor / Corridor (7-10 min.)

Teacher: at 18:20 only some people had seen your profile, at 18:30 the entire classroom, at 18:50 the entire school. Even though you changed your password and tried to fix it all, versions of your profile keep re-emerging, some people may even believe them. You are walking through the school corridors and you can hear people whispering behind your back, some might even talk out loud.

We will all now turn into the school corridors- two rows facing each other. One by one, you will be walking down this school corridor, the walls will be whispering the gossips about you. The whispers can change depending on which character is walking through the corridor. In order for the thoughts of the walls not to get mixed up, we will have a certain order. Firstly, we will have coming through one by one, all the Wills, then Annes, Johns and finally Carolines. When you are not walking through the corridor you are the wall, and you can whisper even at a character you represent yourself.

Reflection: The participants stand in front of each other in two rows. In this constellation, they can reflect what they have just experienced. What was it like to walk through that corridor? What did you feel then? What was it like to be the wall?

m) Diary/ a written record (10 min.)



Teacher: We could hear whispering and screams which had become a daily routine at the school. And let's not forget the text messages. Maybe even direct confrontations. It had been going on for weeks. It was unbearable. Your character thought that she/he can't bear it anymore and has to do something, has to write about what has happened, what has been happening. He or she takes his/her diary and writes. Write, as your character, his/her understanding of the situation that she/he is placed in. It is a private diary and nobody will read it. What you write in there will remain your own property.

n) What to do / Decision making (15 min.)

Teacher: Your character now has several options, he/she can:

a/ sign under the diary entry and post it through the school counsellor's letterbox

b/write an email to a support group anonymously

c/call a helpline

d/approach an adult that he/she trusts, explain the situation and ask for help (teacher, parent)

Chose an option you think your character would chose and try it.

Realisation and reflection: In the space, there the following objects on four chairs in this order: envelopes, computer keyboard, phone and an empty chair for the teacher in a role. The characters will stand by a particular chair depending on which form of help they chose. The teacher sums up all necessary information for each option, such as where the incident took place, indications of the particular school etc.) in order for the person to receive help. The phone call to a helpline and a call with an adult can be tried with the teacher in role play.

o) Final circle time reflection (min. as needed)

During the final reflection time, one at a time, each participant shares his or her experience from the exercise. Then, together, we will collectively summarise all the experiences and feelings: unpleasant moments, the strongest moments of the story and so on.

In the end, it is important to remind ourselves of the rules of dealing with cyberbullying and its solutions:

1. Copy - 2. Block - 3. Report.